

Module #8. Insights

1. DETERMINE WHO TO APPROACH FOR INSIGHT

Use this worksheet to determine who to approach for insight:

1) Who did you identify as the audience for your presentation/report?

- Parents
- Students
- Teachers
- Counselors
- Community members

2) Do you believe these sources will have insights into the following matters:

- Experience with your group of interest and the focus of your research
- Different perspectives on the conclusions you drew from the data
- The implications of the conclusions you drew for your school design

If yes, explain why below, noting whether there are any additional groups you would add as sources of insight. If no, what sources would you approach instead and why?

3) Now consider logistics. Do you have relatively easy access to these stakeholders? How much advance notice do you need to schedule a session with them?

4) Based on the likely availability of your stakeholders, when and where will you schedule your session or sessions?

5) How long will the sessions last?

6) Who will be responsible for the following tasks?

- Contacting and inviting stakeholders to participate
- Securing their attendance
- Securing a space
- Arranging for transportation and food

2. PLAN A FACILITATED SESSION

Planning worksheet

Use this worksheet to support the planning of your facilitated session.

1) The first step of the session is to introduce yourself, explaining:

- Who you are;
- The purpose of the session, with an emphasis on the participants as partners in thinking about and interpreting your research results;
- Why you approached the participants for their input; and
- Whether participants' comments will be confidential and/or anonymous.

With these guidelines in mind, write a brief draft introduction below:

2) The next step is to develop a warm-up:

a) What question will you pose to the group as a warm-up?

- b) How will you structure the warm-up?
- Think-pair-share
 - Reflect and then share with whole group
 - Another way:

- c) How will you introduce the warm-up to the group? Write a brief "script" in which you explain the warm-up.

- d) Review and revise your script to ensure it includes the following features:

- A question that:
 - Relates to the focus group topic
 - Does not require intense reflection
 - Only takes 1-2 sentences to answer
- Opportunity for individual reflection
- Opportunity for whole-group share-out

- 3)** The third step is to present the findings you crafted during the reporting phase. Assuming the presentation is already complete, all you need to do to prepare for this step is:

- Revise and practice your presentation to ensure it is less than 30 minutes long
- Ensure you will have the technology available on the day of to seamlessly present your work

- 4)** The next step is to discuss your findings using a protocol. Two sample protocols and graphic organizers are included in this section. You can use these or develop your own protocol for discussion.

To develop your own protocol, consider:

- What questions do you have about your participants' perspective on your presentation?

- How will you pose these questions to the group? What graphic organizers or other visuals will you provide?

- How will you structure the discussion? For example, will you use think-pair-shares? Small group and then whole-group discussion?

- 5)** The final step is a synthesis activity. We recommend dot-voting, but you may wish to adopt a different strategy. What closing activity will you include to determine which perspectives and feedback participants feel most strongly about?

Tiered Discussion Activity

Use the worksheet below to reflect on what you notice about the presentation:

1. NOTICINGS

What do you notice about the results presented?

Share your thoughts with a partner. The facilitator will also arrange for whole-group discussion.

2. REFLECTION

What stands out to you about the results? Why?

What elements of the results do you find most interesting? Why?

Share your thoughts with a partner. The facilitator will also arrange for whole-group discussion.

3. IDEAS AND CRITIQUES

What ideas does this give you about the school we are opening?

What elements do you disagree with or have questions about?

What conclusions do you draw from the data? Are they different from the conclusion presented?

Share your thoughts with a partner. The facilitator will also arrange for whole-group discussion.

3. REFLECT ON FEEDBACK AND IMPLICATIONS FOR YOUR WORK

Use this worksheet to reflect on the feedback you received on your work:

1) What new perspectives did I gain on my research based on participants' feedback?

2) What questions do I have based on participants' feedback?

3) Would I reconsider any of my conclusions based on their feedback?

4) What are the implications of their feedback for my school design?

